

University of Dundee

## Promoting Social Competence Resources

Topping, Keith

*Publication date:*  
2021

*Document Version*  
Publisher's PDF, also known as Version of record

[Link to publication in Discovery Research Portal](#)

*Citation for published version (APA):*  
Topping, K. (2021, Mar 8). Promoting Social Competence Resources.

### General rights

Copyright and moral rights for the publications made accessible in Discovery Research Portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from Discovery Research Portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain.
- You may freely distribute the URL identifying the publication in the public portal.

### Take down policy

If you believe that this document breaches copyright please contact us providing details, and we will remove access to the work immediately and investigate your claim.



THE SCOTTISH OFFICE

Education and Industry Department

# How good is our school?

SELF-EVALUATION USING PERFORMANCE INDICATORS



The Quality Initiative  
in Scottish Schools

**Audit Unit**   
HM Inspectors of Schools



# How are we doing?

## How are we doing?

## How do we know?

## What are we going to do now?

People have always reflected on the quality of local schools and of education nationally. HM Inspectors of Schools' report *Standards and Quality in Scottish Schools 1992-95* goes a long way towards answering the national question "*How good is Scottish education?*". This publication seeks to help all teachers move closer to answering the local question "*How good is our school?*".

### How good is our school?

What we mean by *quality* changes over time in response to changes in society. Schools are accountable to society and as teachers we are involved in agreeing aims and policies to promote pupils' learning. In doing this, we refer to:

- the needs of our own pupils and the community we serve;
- advice from local and national bodies;
- reports of studies into effective learning and teaching.

A good school knows:

- what it is aiming to do;
- whether it is meeting its aims successfully;
- what needs to be maintained or improved; and
- whether changes are working.

If a school knows these things and acts on them, it is on the way to having a good quality assurance system. School self-evaluation is at the heart of quality assurance.

### What is school self-evaluation?

School self-evaluation is about asking ourselves, for example:

- how are we doing in this school?
- how are we doing in this classroom?
- how are we doing in this department?

It involves:

- *a broad view* of performance across what have become known as *Key Areas*:  
Curriculum; Attainment; Learning and teaching; Support for pupils; Ethos; Resources; and Management, leadership and quality assurance.
- *a closer look* at specific areas viewed as successful or causing concern.

The stimulus to take a closer look could derive from: an issue identified during the broad view; the regular cycle within which the work of the school is reviewed; an existing priority, perhaps shared with local schools or industry; local or national expectations and parental views; or HMI inspection.



By reviewing all **Key Areas** *over a number of years* schools are able to see what needs to be improved or maintained, using clearly defined measures of success. A good way into school self-evaluation is through development planning.

### Why is development planning important?

If you want to know how you are doing and how you are getting on, you need to plan. This is common sense. Development planning:

- promotes effective learning and teaching;
- ensures that change is managed and monitored by those implementing it;
- helps us to be realistic in setting priorities, targets and timescales; and
- encourages us to make the best use of our school budget.

A good development plan with an emphasis on aims, audit and action embraces all of these. Self-evaluation through development planning leads to quality assurance.

### What about quality assurance?

Quality assurance encompasses all aspects of school life. It is quality “built in”, not a bolt-on. It is about establishing an ethos that only the best will do. Getting quality assurance embedded in the way we think and do things in our schools is the responsibility of teachers and support staff, supported by parents, education authorities and HMI. By working together, we can make a significant improvement to the quality of Scottish education.

### How different is school self-evaluation from evaluation by HMI and education authorities?

We all need to have an external measure of how we are performing. Evaluating and monitoring performance in Scottish schools is carried out nationally by HMI. There is no mystique here; evaluation by HMI covers the same ground as school self-evaluation, using indicators and language shared with schools and teachers.

Thus it is clear that school self-evaluation and external evaluation, while serving different purposes, reinforce the commitment of all of us to evaluate what we are doing. School self-evaluation and external evaluation, whether by an education authority or by HMI, examine a school’s priorities, standards and achievement across the **Key Areas** referred to earlier. Schools and education authorities can do this by addressing the same questions as HMI:

*How well are pupils performing?*

*How well is the school managed?*

*How effective is the school?*



# How do we know?

## How are we doing?

## How do we know?

## What are we going to do now?

We can see how we are doing by comparing our achievements with the expectations expressed within our school aims. In the past, we have, quite rightly, looked at the evidence of class activities and school assessments. However, we also need to consider evidence which relates to wider expectations. This can be done using the performance indicators in *Part 3* complemented by others, such as the ethos indicators and examination results.

Performance indicators generally are measures of those factors which influence the effectiveness of pupils' learning and over which schools have some control. They:

- help us measure performance against a set of criteria;
- identify areas which require detailed investigation;
- enable school managers to come to decisions about current strengths and weaknesses in the school's performance.

Examples of the main kinds of indicators providing different types of information are: school assessments of pupil attainment, school ethos indicators, Information for Parents, performance in examinations and the new set of performance indicators.

### School Assessments of Pupil Attainment

These can help us evaluate quality of courses and attainment. They take several forms:

- applications of criteria to course-work, expressed as 5-14 levels, National Test results, estimates of SEB grades or SCOTVEC learning outcomes;
- assessments relating to individualised expectations within the profiling process for all pupils, including those with special needs; and
- measures specific to curricular areas and devised by individual schools.

The emphasis will vary according to curricular area, pupils' ages and developmental stage.

### School Ethos Indicators

*Using Ethos Indicators in School Self-evaluation* (SOED, 1992) provides a way for schools to listen to and take account of the views of pupils, parents and teachers. A positive school ethos influences attainment, achievement, and expectations. As ethos permeates all aspects of the work of the school, the indicators are best used in combination with others. The indicators are used both in school self-evaluation and HMI inspections.

### Information for Parents

Parents, teachers and education authorities have access to regular national reports, for example, *Attendance and Absence in Scottish Schools*; *Examination*



*Results in Scottish Schools; Scottish Schools Costs; and Leavers Destinations from Scottish Secondary Schools.* The indicators allow:

- national and local comparisons;
- comparisons over time; and
- inferences about the ethos and expectations within a school.

### Performance in Examinations: Standard Tables

These analyses of examination results are sent annually to each secondary school and education authority by HMI. They help schools identify and evaluate:

- areas where there are particular strengths or weaknesses, for example, in a particular subject, at a particular level or within the school generally;
- positive or negative trends over time; and
- pupil progression from Standard Grade to Higher Grade.

*Using Examination Results in School Self-Evaluation* (SOED 1991 and 1994) and *Part 2* of this publication give advice about their use.

### The Performance Indicators in Part 3

All the performance indicators so far discussed are essential to school self-evaluation and external evaluation. Our new set in *Part 3* provides comprehensive coverage of the seven **Key Areas**. This publication goes on to show how they can be used to answer the question “*How do we know?*”. It suggests that good and selective use of these indicators is the key to rigorous and objective evaluation. These indicators can be used:

- within a whole school audit when identifying areas for action;
- to identify contributing factors when analysing attainment;
- to take a broad view of the school’s overall performance as part of development planning;
- to take a closer look at issues arising from the use of ethos indicators;
- to monitor the maintenance aspects of development planning; and
- when evaluating quality in relation to one issue.

We can use the indicators in the same way as HMI to answer the following questions:

*How well are pupils performing?*

*How well is the school managed?*

*How effective is the school?*

Using national criteria, based on a broad consensus, encourages consistency and provides a common language for discussing pupils’ achievements. Education authorities and schools can use the performance indicators in their own quality processes. Teachers can use them within development planning when considering how best to raise achievement in the classroom.



## How do we use performance indicators in self-evaluation?

Performance indicators can help us assess the extent to which school aims are being met. The aims provide *general expectations*. Publications like *5-14 Guidelines*, the series *Effective Learning and Teaching in Scottish Secondary Schools* and *Effective Provision for Special Educational Needs* provide *specific expectations* for curricular areas, stages or issues in learning and teaching. Together with school aims, they help contextualise performance indicators by suggesting features to look for. These can be evaluated against the four levels of performance which are an integral part of each performance indicator. The four, which are used also by HMI in inspections, are:

Level		
4	<i>very good</i>	- major strengths
3	<i>good</i>	- strengths outweigh weaknesses
2	<i>fair</i>	- some important weaknesses
1	<i>unsatisfactory</i>	- major weaknesses

Two different perspectives can be used during this process.

### Taking a broad view

Every year you should scan across all the performance indicators, assigning one of the four levels to each indicator on the basis of professional judgement. This will give immediate feedback on areas of major strengths or concern.

### Taking a closer look

In addition to this *broad view*, you should take a *closer look* at specific areas:

- those areas not so far covered within the regular audit cycle;
- previously identified areas of concern or success; or
- areas relating to national or local initiatives.

Where a development is externally driven, you are unlikely to have to identify a development priority from scratch: this may well have been done at national or education authority level. Instead, concentrate on establishing what has to be done in order to deliver it.

Select indicators to elicit measurable evidence and specific targets. They may come from more than one **Key Area**, but remember that over roughly three years you should have covered all of them. The approach must be manageable:

- limit the area of focus and select key features in advance;
- do not expect to see everything or try to evaluate too much;
- to begin with, use one indicator or even one theme at a time - combine them when you are more experienced; and
- assess the evidence against the four levels.

Parts 2 and 4 provide practical advice on using performance indicators.

# What are we going to do now?

## How are we doing?

## How do we know?

## What are we going to do now?

Drawing on the school's answers to the questions "*How are we doing?*" and "*How do we know?*" you should be on the way to producing your report on standards and quality. In order to give it rigour, use the four levels of performance. These enable you to make statements like:

*most pupils perform well in reading, in English language ... or ... almost all sections showed important weaknesses in problem solving in mathematics.*

Your school's development plan will be central to this process, and you will be drawing on the audit section, in particular. You would hope to have covered all **Key Areas** over a three year period but where this has not been possible, you will be able to use evidence gathered when taking a broad view of the school's performance.

There may be occasions when, for some aspects, the answer to the question "*What are we going to do now?*" may be "*nothing at present*". Although not perfect, performance in the aspect considered may be of an acceptable standard and there may be issues of greater concern. Your standards and quality report should:

- recognise key strengths;
- identify levels of service to be maintained; and
- identify development needs, priorities and set targets.

In deciding *what to do now*, it will help if you select a manageable number of priorities for which you can identify specific achievable and measurable targets: about half a dozen for a secondary school, about three or four for primary schools, secondary departments or special units. The starting point for selecting priorities should be the aims of the school and should:

- show a balance between development and maintenance;
- incorporate local and national priorities into the cycle;
- be linked at departmental/section level to school priorities; and
- lead to a clear plan of action.

Reporting on standards and quality, already an established feature of some schools, is likely to become an integral part of the process of development planning and self-evaluation. You should be thinking of reporting on a three year cycle and sharing this with the school community. An annual update based on the school development plan can be produced for internal school use. The report also provides an agenda for discussion with officers of the education authority and informs their view of standards and quality in the authority as a whole. Finally, it can be used when planning appropriate support from education advisory services.



# PERFORMANCE INDICATORS

## Key Areas

1. Curriculum
2. Attainment
3. Learning and teaching
4. Support for Pupils
5. Ethos
6. Resources
7. Management, leadership and quality assurance

There are seven **Key Areas** relating to the main functional aspects of a school's work.

## Performance Indicators

e.g.: Learning and Teaching

Each Key Area contains a number of performance indicators.

- 3.1 Quality of the teaching process
- 3.2 Quality of pupils' learning
- 3.3 Meeting pupils' needs
- 3.4 Assessment as part of teaching
- 3.5 Communication with parents

## Themes

e.g. 3.1: Quality of the teaching process

Each performance indicator has several themes.

- range and appropriateness of teaching approaches, including the use of homework
- clarity and purposefulness of teachers' expositions and explanations
- quality of teacher-pupil dialogue

## Levels

### Level

- 4 *very good*
- 3 *good*
- 2 *fair*
- 1 *unsatisfactory*

The quality of what you observe within each theme can be judged against four levels of performance

- major strengths
- strengths outweigh weaknesses
- some important weaknesses
- major weaknesses

## Illustrations

e.g.: Quality of teacher-pupil dialogue

Each theme is illustrated at two levels (Level 4 *very good*; and Level 2 *fair*) indicating specific features to look for.

Teachers interact effectively with ...  
Teachers' discussion with pupils promotes learning...

Pupils' contributions are encouraged and valued.

Teachers' questioning is skilled and pupils' responses...

Care is taken to involve all pupils.

When learning difficulties are encountered efforts are made...

*Part 4* shows these statements in the form of questions to ask about what you see. These can be used as observation checklists, questionnaires or topics for discussion, depending on the method of evaluation.

# HOW TO USE PERFORMANCE INDICATORS

Our three basic questions can provide a sequence to follow during evaluation.

**Step 1:**  
How are we doing?

- Identify the expectations within the school aims.
- Define the area of activity, focusing on a curricular area, topic, stage or teaching approach.



**Step 2:**  
How do we know?

- Select appropriate PIs, illustrations becoming questions.
- Identify features to look for, referring to national and local advice.
- Decide how to find out if these are present and effective.



**Step 3:**  
What are we going to do now?

- Report on the standards and quality of what you have observed;
- Set targets for maintenance and development.

Performance indicators can be employed flexibly, according to your aims:

- To begin with, you might apply just one indicator or even a single theme; combine them when you are more experienced.
- Use all of them for *a broad view*; a subset for *a closer look*.
- Relate them to the context within which you are working.

School aims should provide expectations to use as reference points during evaluation. These should be interpreted and recorded within policies and practices. Evaluation may:

- take place within a rolling programme;
- be initiated by consideration of examination or national test results;
- follow the introduction of a new course or programme; and
- result from informal observation over a period.

The quality of learning and teaching will always be a main focus.

## What are you going to look for?

Performance indicators may refer to :

the whole school	e.g. <i>Structure of the curriculum</i> (PI 1.1)
an individual class	e.g. <i>Assessment as part of teaching</i> (PI 3.4)
a specific context	e.g. <i>Quality of curricular &amp; vocational guidance</i> (PI 4.3)
several contexts	e.g. <i>Ethos</i> (PI 5.1)

As they are designed for use in a range of contexts, indicators may use terms like 'suitably varied', 'appropriately chosen' or 'used effectively'. You can find out what these mean in specific contexts (a subject, sector or stage) by referring to familiar documents, for example, 5-14: *A Practical Guide* or the series *Effective Learning and Teaching in Scottish Secondary Schools*. Using these, you can identify *examples of features* to look for.



### How are you going to find the evidence?

The original publication '*Using Performance Indicators ...*' suggests where to look:

- conversations
- group discussions
- questionnaires
- checklists
- observation
- scrutiny of pupils' work
- diaries
- survey of documents
- sound/video recordings
- pupil shadowing

Approaches may vary. Put time aside or make evaluation a focused approach to normal monitoring. As far as possible use existing evidence and procedures, for example:

- checklists: where these are a standard feature of teachers' planning and recording.
- meetings: faculty groups; focus groups; stage, departmental or staff meetings which regularly review teaching and management issues.
- recordings: for self, peer and teacher assessment, may also be used to moderate standards and evaluate learning and teaching approaches.
- profiling: written and oral, eliciting evidence of pupils' response to individual tasks and units of work.

### How to use the Practical Examples in Part 4

Part 4 contains examples of performance indicators in use. Some apply to all circumstances; others to a specific sector or curricular area. Some analyse a whole PI, others a theme only. They look like this.

How do you know?	Some features you might look for
PI illustrations rewritten as open-ended questions designed to encourage discussion about what constitutes effective practice.	Examples of possible features of good practice, based on national advice, e.g. <i>5-14 Guidelines</i> and <i>Effective Learning and Teaching in Scottish Secondary Schools</i> .
Some ways of finding out	
Accessible sources of evidence to help you answer the questions.	

Your own format may differ, but should still help you look for specific features and identify specific targets. Aim to:

- manage the process. Avoid trying to do too much at once, while ensuring comprehensive coverage over a period of time; and
- develop an approach which is objective and rigorous.

Although performance indicators are usually used for evaluation, they can also be used:

- to provide a structure for discussions about progress and priorities;
- to help you carry out small-scale classroom research projects; and
- to provide ideas when designing materials for workshop activities.



No	Performance Indicator	Themes				
<b>Curriculum</b>						
1.1	Structure of the curriculum	<ul style="list-style-type: none"> <li>* breadth and balance across elements of the curriculum</li> <li>* integration, permeation</li> <li>* effectiveness of timetabling and arrangements for pupil choice</li> </ul>				
1.2	Quality of courses or programmes	<ul style="list-style-type: none"> <li>* breadth, balance and choice</li> <li>* integration, continuity and progression</li> <li>* support and guidance for teachers</li> </ul>				
1.3	Quality of teachers' planning	<ul style="list-style-type: none"> <li>* planning of programmes and day-to-day activities</li> </ul>				
<b>Attainment</b>						
2.1	Attainment in coursework	<ul style="list-style-type: none"> <li>* pupils' attainment in coursework</li> </ul>				
2.2	Attainment in national targets/examinations	<ul style="list-style-type: none"> <li>* pupils' attainment in relation to national targets/examinations</li> </ul>				
2.3	Overall quality of attainment	<ul style="list-style-type: none"> <li>* overall evaluation of attainment based on four other PIs</li> <li>[Attainment in coursework (PI 2.1), attainment in national targets/examinations (PI 2.2), quality of pupils' learning (PI 3.2), and meeting pupils' needs (PI 3.3)]</li> </ul>				
<b>Learning and teaching</b>						
3.1	Quality of the teaching process	<ul style="list-style-type: none"> <li>* range and appropriateness of teaching approaches, including the use of homework</li> <li>* clarity and purposefulness of teachers' expositions and explanations</li> <li>* quality of teacher-pupil dialogue</li> </ul>				
3.2	Quality of pupils' learning	<ul style="list-style-type: none"> <li>* extent to which pupils are motivated by their learning experience</li> <li>* progress in learning</li> <li>* personal responsibility for learning; independent thinking; and active involvement in learning</li> <li>* interaction with others</li> </ul>				
3.3	Meeting pupils' needs	<ul style="list-style-type: none"> <li>* choice of tasks, activities and resources</li> <li>* pace of learning to achieve appropriate targets for all pupils</li> <li>* relevance of the purposes and contexts of teaching to pupils' experiences and interests</li> <li>* where applicable, the contribution made by learning support staff</li> </ul>				
3.4	Assessment as part of teaching	<ul style="list-style-type: none"> <li>* assessment methods and arrangements for recording</li> <li>* quality of judgements made in the course of teaching</li> <li>* use of assessment information</li> </ul>				
3.5	Communication with parents	<ul style="list-style-type: none"> <li>* quality of procedures for communicating with parents</li> <li>* quality of information given to parents about each pupil's progress</li> <li>* quality of information given to parents about the work of the school</li> </ul>				
<b>Support for pupils</b>						
4.1	Pastoral care	<ul style="list-style-type: none"> <li>* provision for the emotional, physical and social needs of individual pupils</li> <li>* provision of support for pupils</li> </ul>				
4.2	Personal and social development	<ul style="list-style-type: none"> <li>* development in pupils of positive attitudes and personal and social skills</li> <li>* contribution of extra-curricular activities, syllabus inserts and special courses</li> </ul>				
4.3	Quality of curricular and vocational guidance	<ul style="list-style-type: none"> <li>* the quality of guidance in preparation for choice in education, training or employment</li> <li>* the accuracy and relevance of information and advice</li> <li>* the extent to which guidance is founded on appropriate consultation</li> </ul>				
4.4	Guidance role in monitoring progress and attainment	<ul style="list-style-type: none"> <li>* effectiveness of the monitoring process</li> <li>* quality of the profiles of pupils' progress and development</li> <li>* effectiveness of uses of acquired information</li> </ul>				
4.5	Effectiveness of learning support	<ul style="list-style-type: none"> <li>* quality of learning support programmes</li> <li>* pupils' progress and attainment</li> <li>* quality of external guidance and support</li> </ul>				
4.6	Implementation of SEN legislation	<ul style="list-style-type: none"> <li>* fulfilling the requirement of Records of Needs</li> <li>* procedures for implementing legislation</li> <li>* knowledge and understanding of legislation and related procedures</li> </ul>				
4.7	Placement of pupils with special educational needs	<ul style="list-style-type: none"> <li>* effectiveness of processes for special needs placements</li> <li>* effectiveness of processes for placement to classes</li> </ul>				



## THE PERFORMANCE INDICATORS

No	Performance Indicator	Themes				
<b>Ethos</b>						
5.1	Ethos	<ul style="list-style-type: none"> <li>* sense of identity and pride in the school; equality and fairness</li> <li>* welcoming environment</li> <li>* pupil and staff morale and pupil/staff relationships</li> <li>* pupil and staff expectations and use of praise</li> <li>* pupils' behaviour and discipline</li> </ul>				
5.2	Partnership with parents and the School Board	<ul style="list-style-type: none"> <li>* encouragement to parents to be involved in their child's learning and the life of the school</li> <li>* responsiveness of the school to parents' views and enquiries</li> <li>* effectiveness of links between the school and School Board</li> </ul>				
5.3	Links with other schools, agencies, employers and the community	<ul style="list-style-type: none"> <li>* range, purpose and effectiveness of contacts with other educational establishments</li> <li>* range, purpose and effectiveness of contacts with voluntary organisations, the wider community and employers</li> <li>* range, purpose and effectiveness of contacts with statutory organisations</li> </ul>				
<b>Resources</b>						
6.1	Provision of accommodation and facilities	<ul style="list-style-type: none"> <li>* sufficiency, range and appropriateness</li> </ul>				
6.2	Provision of resources	<ul style="list-style-type: none"> <li>* sufficiency of available finance</li> <li>* sufficiency, range and suitability of resources</li> </ul>				
6.3	Organisation and use of resources and space	<ul style="list-style-type: none"> <li>* organisation and accessibility</li> <li>* use of resources</li> <li>* display and presentation of items of interest</li> </ul>				
6.4	Provision of staff	<ul style="list-style-type: none"> <li>* provision of staff</li> <li>* experience, qualifications and expertise of staff</li> </ul>				
6.5	Effectiveness and deployment of staff	<ul style="list-style-type: none"> <li>* the effectiveness of teachers and teamwork</li> <li>* formation of classes and deployment of teachers</li> <li>* provision for liaison to support pupils</li> <li>* use of ancillary staff (where applicable)</li> </ul>				
6.6	Staff development and appraisal	<ul style="list-style-type: none"> <li>* effectiveness of links between staff development and appraisal and school development planning</li> <li>* effectiveness of teacher appraisal</li> <li>* effectiveness of staff development</li> </ul>				
6.7	School management of devolved finances	<ul style="list-style-type: none"> <li>* understanding of devolved school management</li> <li>* arrangements for managing the school's devolved budget</li> <li>* use of finance in support of school development planning and learning and teaching</li> </ul>				
<b>Management, leadership and quality assurance</b>						
7.1	Self-evaluation	<ul style="list-style-type: none"> <li>* staff involvement in school self-evaluation</li> <li>* monitoring and evaluation by promoted staff</li> <li>* use of assessment information in evaluating overall attainment</li> <li>* monitoring and evaluation of management</li> </ul>				
7.2	The development plan	<ul style="list-style-type: none"> <li>* structure of the plan</li> <li>* content of the plan</li> <li>* presentation of the plan</li> </ul>				
7.3	Implementing the development plan	<ul style="list-style-type: none"> <li>* progress in achieving the targets in the development plan</li> <li>* impact of the development plan</li> </ul>				
7.4	Effectiveness of leadership	<ul style="list-style-type: none"> <li>* professional competence and commitment</li> <li>* leadership qualities</li> <li>* relationship with people and development of teamwork</li> </ul>				
7.5	Effectiveness of promoted staff and senior teachers	<ul style="list-style-type: none"> <li>* remits and deployment</li> <li>* individual effectiveness</li> <li>* corporate effectiveness</li> </ul>				

“We are now several years into a quality initiative in Scottish education, where schools are placed at the centre for the drive for quality. This is in keeping with our belief that the most effective way of improving the quality of education for individual pupils is to expect schools to take responsibility for their own quality assurance by evaluating their performance and making the necessary changes.”

**DOUGLAS A OSLER**

**HM SENIOR CHIEF INSPECTOR OF SCHOOLS**

Foreword to “Standards and Quality in Scottish Schools 1992-95”. HMI AUDIT UNIT, JUNE 1996.

Further information and publication details are available from:

The Audit Unit  
HM Inspectors of Schools  
The Scottish Office Education and Industry  
Department  
Area 2-B  
Victoria Quay  
Edinburgh EH6 6QQ



***Audit Unit***   
HM Inspectors of Schools